|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | LNF | PSF | NWF | STAR GE | Unit 1 | 1st 9 wks | Unit 2 | Dec PSF | Dec NWF | Dec ORF | Dec RT | Star GE | 2nd 9 wks | Unit 3 |
| Mariah | 48 | 47 | 52/14 | 1.1 | 100 | 93 | 91 | 48 | 122 | 76 | 27 | 2.2 | 98 | 97 |
| Jeremy | 58 | 50 | 39/4 |  | 100 | 90 | 97 | 61 | 62 | 22 | 15 | 1 | 90 | 75 |
| Harleigh | 57 | 47 | 49/1 | 1.3 | 100 | 98 | 100 | 56 | 84 | 72 | 36 | 2.1 | 98 |  |
| Kahlil | 27 | 41 | 49/1 |  | 50 | 55 | 71 | 59 | 53 | 3 | 0 | 0.4 | 60 | 55 |
| Braxton | 15 | 21 |  | 0.3 | 76 | 46 | 62 | 44 | 33 | 2 | 0 | 0.6 | 58 | 38 |
| Kristen | 38 | 34 | 23/0 |  | 65 |  |  |  |  |  |  |  |  |  |
| Calynn | 42 | 41 | 76/25 | 1.7 | 100 | 96 | 94 | 70 | 78 | 89 | 43 | 2 | 93 | 88 |
| Victoria | 44 | 49 | 34/2 |  | 82 | 88 | 88 | 62 | 62 | 23 | 6 | 1 | 84 | 75 |
| Destiny | 46 | 32 | 30/0 |  | 94 | 85 | 91 | 55 | 32 | 26 | 12 |  | 82 | 78 |
| Destiny | 46 | 46 | 41/9 | 0.5 | 97 | 87 | 91 | 59 | 64 | 31 | 20 | 1.1 | 93 |  |
| Amanda | 51 | 48 | 52/7 | 1.8 | 100 | 99 | 100 | 49 | 99 | 93 | 48 | 2.7 | 98 | 92 |
| Matt | 33 | 51 | 32/4 | 0.8 | 91 | 87 | 100 | 55 | 58 | 20 | 7 | 0.8 | 90 | 60 |
| Bryce | 64 | 48 | 52/5 | 0.8 | 88 | 89 | 88 | 70 | 66 | 33 | 25 | 1 | 94 | 70 |
| Grace T | 75 | 48 | 100/23 | 2.2 | 97 | 97 | 100 | 64 | 142 | 101 | 48 | 4.3 | 97 | 95 |
| Caniya | 42 | 45 | 52/18 | 0.9 | 88 | 89 | 94 | 50 | 83 | 43 | 22 | 1.4 | 89 | 58 |
| Walker | 38 | 48 | 37/0 |  | 82 | 87 | 85 | 49 | 50 | 32 | 12 | 1.1 | 85 | 83 |
| Justin | 48 | 58 | 38/9 |  | 88 | 80 | 68 | 54 | 80 | 31 | 20 | 0.9 | 84 | 58 |
| Jeremiah |  |  |  |  |  | 87 | 82 | 60 | 68 | 16 | 10 |  | 87 | 55 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Anecdotal notes:**

WG

Kahlil- was a bucket of worms; could NOT sit still or focus for longer than two to three minutes at any given time; fidgeted with pencil, talked to neighbor, had to be redirected 6 times; raised hand 4 times to answer/reply to T; had correct answers 2 of the 3 times he was called on

SG-- sat next to teacher, she used a touch to his shoulder or paper to redirect 7 times; read fluently and participated in conversation

WG

Braxton- poster child for ADD, very unmotivated, very afraid of answering incorrectly, not disruptive, NEVER raised hand or offered input to group conversation; during partner talk listened to partner and repeated what they had said for his turn

SG-one on one; teacher called his name 4 times to ‘pull back’; still does not have grasp of letter/sound correspondence; very hesitant to answer or read; reading is very choppy/robot like; Braxton has obviously developed some coping skills already!

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

|  |  |  |
| --- | --- | --- |
| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | DIBELS, STAR, SF unit tests, report card grades |  |
| 2. What parts of these data really caught our attention? | STAR | AR reports |
| 3. What parts of these data encourage you the most? | report card grades | cross grade comparison |
| 4. What parts concern you the most? | SF Unit tests |  |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | students in RTI | attendance reports |
| 6. Do some groups achieve at higher levels than others? | of course…but mostly a firm yellow group |  |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | ADHD student, working with mom and doctor to get meds straight |  |
| 8. Which groups appear to need instruction more tailored to their learning styles? | ALL, especially the RTI kids | passport data |
| 9. What other questions does this data raise for you? |  |  |
| 10. What are the implications for what our professional learning team should focus on this year? | **using data efficiently** |  |

**Tool 5.3: Reflecting on the data**

What sources of data did we examine?

DIBELS,STAR, SF Unit Tests, report card grades

What parts of these data really caught our attention?

STAR

What parts of these data encourage you the most?

report card grades

What parts concern you the most?

SF Unit tests

What differences, if any, are there in grades, attendance, and behavior among our students?

two of the students have been in Tier II and went into Tier III at their last check. Of those two students, Mom, teacher, and doctor have struggled to find a healthy balance for meds (ADHD)

Do some groups of students achieve at higher levels than others? If so, to what degree?

This class is predominately a firm yellow group (high yellow) with a small green group and a small blue group

Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more?

typically, students who lack a firm foundation in NWF (alphabetic principal) continue to struggle into ORF in second grade

SF unit tests reflect the achievement of those challenged

Which groups appear to need instruction more tailored to their learning styles?

ALL…I am a firm believer in reaching each students needs at their style(s)

What other questions does this data raise for you?

Are we still focused on the volume of reading? (STAR and AR)

What are the implications for what our professional learning team should focus on this year?

USING data to drive instruction….still

**Tool 5.4: Deciding on a team focus**

**Directions:** What is your team’s instructional focus for next year? Discuss and record this decision after analyzing and reflecting on student and subgroup data. This information will be used to help you craft your team goal.

What student strengths do these data highlight?

students seem to be able to apply the skills from the unit to the unit tests

What student needs do these data highlight?

students need more opportunities to READ. I fear that we are not growing a love for reading, but a reading for the purpose of the tests/assessments

What are the implications of the data we examined for our professional learning team?

what are we doing with all the great data we collect?

On what areas could we focus our collective efforts? What are the pros and cons of each?

Which area will we select as an intensive focus for our team’s work?

how to provide more opportunities to read;

What results do we want for our students by the end of the school year?

more books read=higher GE on STAR

**TEAM FOCUS:** General area of student need we will address.

growing a love of reading ☺